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ABSTRACT

This report presents comparative data collected from 122 North Texas State University elementary education students enrolled in the Dallas Teacher Center Professional Semester (DTCPS) program during the 1972-73 and 1973-74 academic years. Three instruments--One Word Sentence Completion, Self Report Inventory, and Directed Imagination Test--were used to gather data on the following topics for factor analysis: (a) self-perception ability, (b) optimism-hope, (c) empathy-view of others, (d) general adjustment and mental health, (e) attitude toward teaching, (f) view of children, and (g) confidence regarding classroom discipline. Results indicate the following: (a) in all of the attitudinal dimensions sampled, the student teachers experienced positive growth during the DTCPS program; (b) inner-city and middle-class schools were suitable settings for this significant positive attitudinal growth to take place; and (c) the total impact of the DTCPS program would appear to have been the influence producing these results. Also, a high proportion of the participants who completed the DTCPS program saw themselves and others favorably, tended to be well-adjusted adults, had hope and optimism for the future, and were committed to the teaching profession. Raw scores averages for each instrument are included in the tables. (PD)

REPORT ON A COMPARATIVE STUDY OF TWO YEARS' OPERATION OF THE DALLAS TEACHER CENTER PROFESSIONAL SEMESTER PROGRAM

Monograph #2

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Data were collected from 122 North Texas State University Elementary Education students in meeting with the objectives of a University Faculty Research Grant. This study was conducted during the 1973-74 academic year with the final analysis of data being completed in July, 1974.

Measurement and comparisons were made of students who enrolled in the Dallas Teacher Center Professional Semester Program (DTCPS) during the two semesters of the 1973-74 academic year with those students from whom data had been collected in the same program during the 1972-73 academic year. Data used in the study were from students enrolled in the DTCPS Program during the following semesters:

1. Fall Semester, 1972
2. Spring Semester, 1973
3. Fall Semester, 1973
4. Spring Semester, 1974

In order to make the comparisons proposed in the study, data were collected through the use of three instruments constructed by the Research and Development Center for Teacher Education, University of Texas at Austin. These instruments were: (1) One Word Sentence Completion, (2) Self Report Inventory and (3) Directed Imagination Test. These instruments are designed to assess the same or very similar factors through somewhat different inferential approaches. Those factors analyzed

in this study, from which data could be drawn from all three instruments in most instances were:

1. Self-perception of ability
2. Optimism-hope
3. Empathy-view of others
4. General adjustment and mental health
5. Attitude toward teaching
6. View of children
7. Confidence, regarding classroom discipline

Although a few other factor scores were obtained from the instruments, these data tended to be pertinent to only one instrument and lacked verification by another of the instruments. Also, little empirical argument or research substantiation can be produced for relating these factors to teaching.

Data considered pertinent to the purposes of the study are included in this report. Raw scores are shown, by measuring instrument, in separate tables. Pre and post scores may be examined for each group and for comparison among groups. In each instance in which statistical analysis revealed differences determined to be significant at less than .05 level of confidence, the data are coded to so indicate.

T A B L E I

RAW SCORES AVERAGES, SELF-REPORT INVENTORY, BY GROUPS, 1972-74

Factor	Fall 1972 (N=25) Pre	Fall 1972 (N=25) Post	Spring 1973 (N=27) Pre	Spring 1973 (N=27) Post	Fall 1973 (N=37) Pre	Fall 1973 (N=37) Post	Spring 1974 (N=33) Pre	Spring 1974 (N=33) Post
Self	24.95[a]	26.36	26.26	26.70	26.67	27.56	27.96[a]	27.69
Others	24.90[b]	25.63	27.07	27.18	26.13	26.59	26.75	27.09
Children	26.04[c]	26.95[e]	28.07	28.11	27.54	28.51**	28.15	28.63
Authority	23.22	24.68*	24.29	25.11	23.83	24.89*	24.51	25.27
Work	23.40	24.36	22.92	24.22**	23.59	24.51	24.27	24.82
Reality	21.22	21.22	23.00	23.00	22.40	23.16	22.87	23.18
Parents	23.31	24.36	24.62	24.77	24.67	26.40**	25.90	26.63
Hope	25.77	26.09	27.22	27.77	26.54	27.35	27.57	27.69
Total	192.90[d]	199.68*[e]	202.63	206.52*	201.40	209.00**	208.03	211.03

* Represents in each instance a significant difference at the .05 level between pretest and posttest scores.

** Represents in each instance a significant difference at the .01 level between pretest and posttest scores.

[a] Represents a significantly lower pretest score by the Fall 1972 and Spring 1973 groups when compared with Spring 1974 group on the factor under consideration.

[b] Represents a significantly lower pretest score by the Fall 1972 group when compared with the Spring 1973 and Spring 1974 groups on the factor under consideration.

[c] Represents a significantly lower pretest score by the Fall 1972 group when compared with all other groups on the factor under consideration.

[d] Represents a significantly lower pretest score by the Fall 1972 group when compared with all other groups on the factor under consideration.

[e] Represents a significantly lower posttest score by the Fall 1972 group when compared with the Fall 1973 and Spring 1974 groups on the factor under consideration.

T A B L E II

RAW SCORES AVERAGES, DIRECTED IMAGINATION TEST, BY GROUPS, 1972-74

Factor	Fall 1972 (N=25)		Spring 1973 (N=25)		Fall 1973 (N=25)		Spring 1974 (N=25)	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Optimism	3.87	4.17	4.15	4.96**	3.84	4.41*	4.09	4.30
Teaching Role Identification	3.00[a]	4.22+	3.89	4.63**	3.59	4.27**	3.89	4.36*
Self-ability Perception	4.09	4.35	4.15	5.15++[c]	3.57[b]	4.24**	4.39	4.67
Empathy toward Children	4.30	4.43	4.26	5.26++[d]	3.76	4.46*	4.30	4.48
General Adjustment	4.00	4.22	3.93	5.11++[d]	3.62	4.30*	4.15	4.45

* Represents in each instance a significant difference at the .05 level between pretest and posttest scores.

** Represents in each instance a significant difference at the .01 level between pretest and posttest scores.

\+ Represents in each instance a significant difference at the .001 level between pretest and posttest scores.

++ Represents in each instance a significant difference at the .0001 level or greater between pretest and posttest scores.

[a] Represents a significantly lower pretest score by the Fall 1972 group when compared with the Spring 1973 and Spring 1974 groups on the factor indicated.

[b] Represents a significantly lower pretest score by the Fall 1973 group when compared with the Spring 1973 and Spring 1974 groups on the factor under consideration.

[c] Represents a significantly higher posttest score by the Spring 1973 group over Fall 1972 and Fall 1973 groups on the factor under consideration.

[d] Represents a significantly higher posttest score by the Spring 1973 group over all other groups on the factor under consideration.

TABLE III

RAW SCORES AVERAGES, ONE-WORD SENTENCE COMPLETION TEST, BY GROUPS 1972-74

Factor	Fall 1972 (N=25) Pre	Fall 1972 (N=25) Post	Spring 1973 (N=27) Pre	Spring 1973 (N=27) Post	Fall 1973 (N=37) Pre	Fall 1973 (N=37) Post	Spring 1974 (N=33) Pre	Spring 1974 (N=33) Post
General Self-perception	19.87	20.12	19.64	23.07	20.10	22.91	20.33	24.24
Optimism	21.41	22.00	22.75	23.82	22.51	22.00	22.00	22.75
Confidence Classroom Discipline	21.92	21.16	20.79	21.79*	21.21	21.89*	21.88	21.73
View of Others	22.00	21.79	22.50	22.71[b]	22.19	22.16	22.97	22.79[c]
Teacher-child Interaction	22.33	22.58	23.14	23.64[d]	22.73	22.59	23.79[a]	23.91[e]
Attitude Toward Teaching	22.50	22.46	25.25	24.57	24.62	24.22	25.52	25.39
General Mental Health	19.42	18.04[f]	23.07	25.11	21.08	24.10*	24.24	24.75

* Represents in each instance a significant difference at the .05 level between pretest and posttest scores.

[a] Represents a significantly higher pretest score by the Spring 1974 group over both the Fall 1972 and Fall 1973 groups on the factor under consideration.

[b] Represents a significantly higher posttest score by the Spring 1973 group over both the Fall 1972 and Fall 1973 groups on the factor under consideration.

[c] Represents a significantly higher posttest score by the Spring 1974 group over the Fall 1972 group on the factor under consideration.

[d] Represents a significantly higher posttest score by the Spring 1973 group over the Fall 1973 group on the factor under consideration.

[e] Represents a significantly higher posttest score by the Spring 1974 group over both the Fall 1972 and Fall 1973 groups on the factor under consideration.

[f] Represents a significantly lower posttest score by the Fall 1972 group when compared with all other groups on the factor under consideration.

Examination of the data collected for all four semesters indicates twenty-one instances where there was a significant change from pretest to posttest scores across all factors sampled by the three instruments. There were several other factors with gains approaching significance.

Most of the significant differences were on scores from the Directed Imagination Test, which may be regarded as the most projective of the three instruments used. Since the scores on this instrument depend upon interpretative scoring of created stories about teaching situations, it could be anticipated that posttests would result in more spontaneous creative production as a result of student teaching experiences. All groups showed improvement on all factors, with the Spring, 1973 and Fall, 1973 groups showing significant improvement on all factors. It might also be pointed out that while the Spring, 1974 group made significant gain in only one area, this group's pretest scores were higher, allowing for less possible improvement. The only factor in which all four groups showed significant improvement was "teaching-role identification". Higher scores in this area indicate "movement away from a teacher's concern for herself and her own security and more concern for involving students . . . in an active participating classroom situation" (2, p. 17).

Comparison of group pretest scores showed several significantly lower scores in the Fall semester groups, especially the Fall, 1972 group, when compared with the Spring groups. Possibly this can be attributed to the fact that these groups were in the student teaching setting on the first day of school, when the children arrived, and were able to face the full impact of beginning of the school year prior to completing the pretest instruments. The Spring semester groups also had several days in their student teaching setting prior

to the pretest, but school had been in session for half the school year. Also, an explanation of the significantly lower scores by the Fall, 1972 group when being compared with other groups, as well as lower pretest scores, posttest scores and gain between pretests and posttests, might be attributed to their being the first group in the DTCPS program: (1) the center staff and public school personnel working together for the first time; (2) lack of familiarity of the staff with student teaching portal schools; and (3) general uncertainties in the beginning of a new program.

Ensuing groups not only profitted from the overcoming of the initial problems but were afforded a very realistic orientation to the DTCPS program prior to their entering their professional semester.

During the four semester sequence a total of 67 students did their student teaching in inner-city schools while 53 others were student teaching in middle class schools. Tables IV, V, and VI report data which compares these two groups' scores on the three instruments.

T A B L E IV

RAW SCORES AVERAGES, SELF-REPORT INVENTORY, INNER CITY SCHOOLS STUDENT TEACHERS AND MIDDLE CLASS SCHOOLS STUDENT TEACHERS 1972-74

Factor	Inner City Schools Student Teachers (N=67)		Middle Class Schools Student Teachers (N=63)	
	Pre	Post	Pre	Post
Self	27.77[a]	27.80	25.16	26.41**
Others	26.54	27.04*	25.98	26.24
Children	27.98[a]	28.45[b]	27.01	27.81*
Authority	24.54[a]	25.65**	23.35	24.20
Work	24.06	24.77*	23.01	24.16**
Reality	23.07[a]	22.98	21.67	22.50
Parents	25.28	26.09	24.09	25.26**
Hope	27.25	27.63	26.32	26.90
Total	206.19[a]	210.44**[b]	196.66	203.33**

* Represents in each instance a significant difference at the .05 level between pretest and posttest scores.

** Represents in each instance a significant difference at the .01 level between pretest and posttest scores.

[a] Represents a significantly higher pretest score by the Inner-city group when compared with the Middle Class group on the factor under consideration.

[b] Represents a significantly higher posttest score by the Inner-city group when compared with the Middle Class group on the factor under consideration.

T A B L E V

RAW SCORES AVERAGES, DIRECTED IMAGINATION TEST, INNER CITY SCHOOLS STUDENT TEACHERS AND MIDDLE CLASS SCHOOLS STUDENT TEACHERS 1972-74

	Inner City Schools Student Teachers (N=67)		Middle Class Schools Student Teachers (N=53)	
Factor	Pre	Post	Pre	Post
Optimism	4.04	4.50**	3.91	4.39*
Teaching Role Identification	3.70	4.41++	3.53	4.30+
Self-ability Perception	4.07	4.63+	3.96	4.52**
Empathy Toward Children	4.31	4.55	3.89	4.75++
General Adjustment	4.01	4.51***	3.77	4.51+

* Represents a significant difference at the .05 level between pretest and posttest scores.

** Represents a significant difference at the .01 level between pretest and posttest scores.

*** Represents a significant difference at the .005 level between pretest and posttest scores.

\+ Represents a significant difference at the .001 level between pretest and posttest scores.

++ Represents a significant difference at the .0001 level between pretest and posttest scores.

T A B L E VI

RAW SCORES AVERAGES, ONE WORD SENTENCE COMPLETION TEST, INNER CITY SCHOOLS STUDENT TEACHERS AND MIDDLE CLASS SCHOOLS STUDENT TEACHERS 1972-1974

	Inner City Schools Student Teachers (N=67)		Middle Class Schools Student Teachers (N=53)	
Factor	Pre	Post	Pre	Post
General Self-perception	20.65*	20.35	19.24	20.09
Optimism	22.41	22.78	21.96	22.43
Confidence re Classroom Discipline	21.69	21.47	21.43	21.63
View of Others	22.62	22.44	22.20	22.31
Teacher Child Interaction	23.16	23.49	22.87	22.81
Attitude Toward Teaching	24.87	24.85	24.24	23.54
General Mental Health	23.81*	23.10	21.13	22.33

* Represents a significantly higher pretest score by the Inner City student teaching group over the Middle Class school student teaching group on the factor under consideration.

Tables IV, V, and VI compare data from student teachers in inner-city schools with student teachers in middle class schools. Examination of the data indicates that there were highly significant gains from pretest to posttest by both groups on almost all factors measured by the Directed Imagination Test. Lack of significance on both pretest comparisons and posttest comparisons indicate close similiarity of the two groups at both the beginning and completion of the DTCPS program.

Results on the Self Report Inventory and the One Word Sentence Completion tend to further confirm the similiarity of the two groups. It is reasonable to conclude from these data that inner city student teaching did not diminish that groups' personal expectations and attitudes but that inner city student teaching can be as rewarding and meaningful as student teaching in middle class schools.

Data for the four groups combined are presented in subsequent tables. This was done in order to assess the overall gain of the DTCPS participants during the programs' two year operation.

T A B L E VII

RAW SCORES AVERAGES, SELF-REPORT INVENTORY, TOTAL GROUP 1972-74
(N=122)

Factor	Pre	Post
Self	26.62	27.18*
others	26.29	26.68*
Children	27.55	28.16**
Authority	24.01	25.00++
Work	23.59	24.50++
Reality	22.43	22.77
Parents	24.75	25.72+
Hope	26.84	27.31*
Total	201.94	207.28^{x}

* Represents in each instance a significant difference at the .05 level between pretest and posttest scores.

** Represents a significant difference at the .01 level between pretest and posttest scores.

+ Represents a significant difference at the .001 level between pretest and posttest scores.

++ Represents in each instance a significant difference at the .0005 level between pretest and posttest scores.

^{x} Represents a significant difference at the .0001 level between pretest and posttest scores.

T A B L E VIII

RAW SCORES AVERAGES, DIRECTED IMAGINATION TEST, TOTAL GROUP 1972-74
(N=122)

Factor	Pre	Post
Optimism	3.98	4.46*
Teaching Role Identification	3.63	4.37**
Self-ability Perception	4.03	4.58**
Empathy Toward Children	4.13	4.64**
General Adjustment	3.91	4.51**

* Represents a significant difference at the .001 level between pretest and posttest scores.

** Represents in each instance a significant difference at the .0001 level between pretest and posttest scores.

TABLE IX

RAW SCORES AVERAGES, ONE WORD SENTENCE COMPLETION TEST, TOTAL GROUP 1972-74
(N=122)

Factor	Pre	Post
General Self Perception	19.95	20.31
Optimism	22.16	22.68*
Confidence re Classroom Discipline	21.43	21.68
View of Others	22.46	22.35
Teacher Child Interaction	22.94	23.27
Attitude Toward Teaching	24.30	24.56
General Mental Health	22.07	23.32

* Represents a significant difference at the .05 level between pretest and posttest.

The combined data of the four semester groups provided a larger total group (N=122) and indicated significant gain between pretest and posttest on every factor on two of the three instruments. Many of the factors indicated "high" statistical significance on the gain following student teaching experience. This is especially interesting when comparing this data with the statement of Peck and Turner in their review of student teaching literature when they found, with few exceptions, that

> . . . there are some almost universally reported decrements in attitude and in teaching behavior as compared with the starting position of the students prior to their field experience (1, p. 967).

It is also interesting to note that in comparing these raw scores with established norms most of the pretest averages are in the ninetieth percentile and above. This suggests that not only were the participants well-prepared effectively for student teaching but that this professional semester experience increased significantly many attitudinal factors measured by the three instruments.

The major inferences which can be drawn from this study are: (1) in all of the attitudinal dimensions sampled, the student teachers experienced significant positive growth during the DTCPS program, (2) both inner city and middle class schools were suitable settings for this significant positive attitudinal growth to take place and (3) the total impact of the DTCPS program would appear to have been the influence producing these results.

The data presented in this report along with other empirical evidence indicates that a high proportion of the participants who completed the DTCPS program saw themselves and others (particularly children)

favorably, tended to be well-adjusted adults, had hope and optimism for the future and were committed to the teaching profession.

1. Travers, R.M.W., editor, Second Handbook of Research on Teaching, Chicago: Rand McNally College Publishing Company, 1973.

2. Veldman, Donald J., S.L. Menaker, and D.L. Williams, Manual for Scoring the Test of DIRECTED IMAGINATION, Research Methodology Monograph No. 4, Austin: The University of Texas, 1967.